



The Voice of Smallholders in Shaping Priorities

*Chapter F3
of the report on*

*The state of foresight in food and agriculture
and the roads toward improvement*

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Chapter F3. The Voice of Smallholders in Shaping Priorities

The GCARD2 F3 Session on “The Voice of Smallholders in Shaping Priorities” has two Sessions running in parallel. Session F3.1 is dedicated to improving foresight through equitable partnership, whereas Session F3.2 is focusing on developing capacities for improved foresight.

Inclusive and equitable partnership and recognised capacity of the partners are two key conditions for smallholders’ voices to shape research priorities, policies and innovation. The sections of this Chapter provide information for the discussions during the Session, based on the analysis of the foresight works as mentioned in the inventory. They highlight some of the findings presented in the Chapter 1 and further develop some specific issues related to partnership and capacity development. Indeed, little aggregated information is available on current practices on partnership and capacity development. The results of this inventory covering more than 40 cases intend to fill this gap.

F 3.1 Improving Foresight through Equitable Partnerships

Current practices

The inventory of recent foresight works in agriculture shows that foresight can provide ways for stakeholders to influence research, innovation and policies related to agricultural development as indicated in the box below.

Impact of foresight studies in relation with partnership

- ✦ Foresight capacity to influence stakeholders is witnessed by the numerous cases which have raised awareness and/or provoked debates based on their result;
- ✦ The capacity to change policy and orient actions is very much linked with the demand for foresight from a decision-maker, and the ability of foresight leaders to directly interact with decision makers in the policy setting process.

Source: Chapter 1 of this report

However, as we will see in this section, the inclusion of stakeholders’ voices (particularly resource-poor farmers) in foresight has so far been limited. Is it a question of scale? Is it easier to include stakeholders when doing foresight at local or national level compared to foresight at regional/global level? Is it a question of cost? Is the cost of more inclusion limiting multi-sectorial partnership? Is it a question of funding? Do international financial partners/donors see value in funding foresight studies and meeting the required costs? Is it a question of method? Are some foresight approaches more appropriate for inclusion of stakeholders? How can we improve together the foresight processes ... *directly integrating the diverse views of farmers and other stakeholders on specific problems, so that important issues are examined through multiple ‘lenses’?* How can envisioning future needs, be made more inclusive?

Stakeholder inclusion as an indicator of current partnership practices. Our analysis here focuses on the scale of inclusion of the various constituencies who are directly concerned with the outputs of the foresight works. We were facing the same difficulty as the EFMN did in analyzing diversity because the scale of inclusion is not a perfect proxy. However it helps in revealing some useful facts as shown in Figure 1. We found that most of the foresight works included no more than 50 people. All but one global foresight works involved less than 50 people. This explains why many quantitative global foresight works were reported by their authors as non or little participatory. Foresight works based on mixed methods at global level are more evenly distributed in participatory and non participatory - depending on the intensity they use the qualitative methods which are combined with quantitative methods. All global qualitative foresights are considered to be participatory, though they are not numerous. The picture of inclusion is more balanced for regional and national foresight works where roughly half of them involved more than 50 persons. At national level the distribution among participatory and non participatory foresight is more spread but there is also a pattern associating more participation with more qualitative work. Only two cases reported more than 500 people consulted. In the first case, consultations were physically organized while in the second they took place through a Delphi survey and virtual contacts.

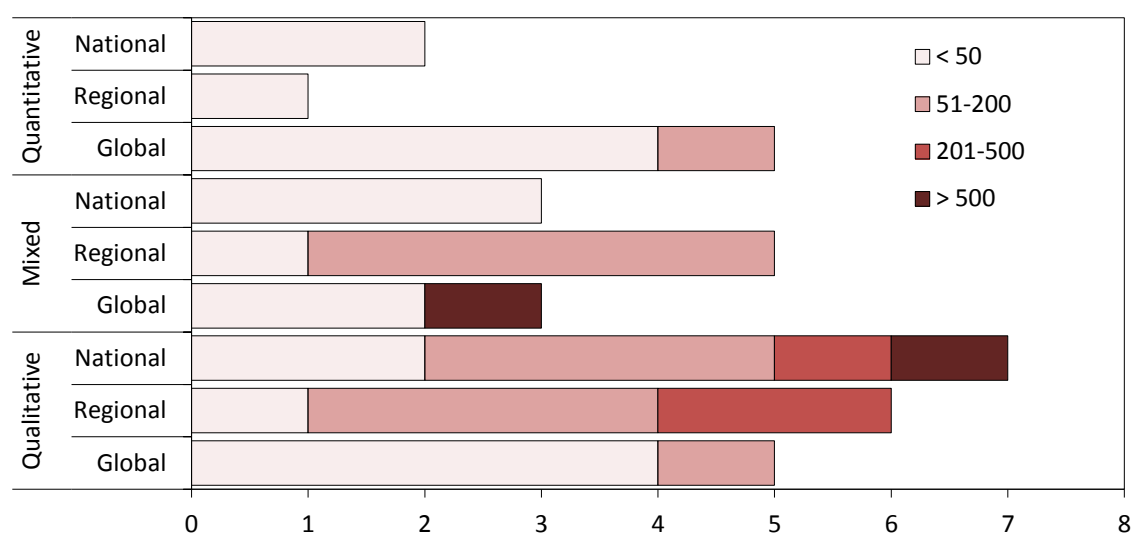


Figure 1. Crossing rate of inclusion x type of approach x scale

Source: GFAR inventory (42 cases)

Altogether the patterns observed indicate that two dimensions are clearly associated with the number and diversity of stakeholders included in the foresight studies. These are the scale of the analysis and the type of approach. Global scale and quantitative approaches are associated with a limited number and diversity of participants. This result sounds logical for highly quantitative analysis relying on very specific econometric/modelling skills limiting thus the possibility to include various stakeholders in the implementation of the study. As a good number of global foresight works are quantitative or use mixed approaches, they contribute to the fact that global works are less inclusive than regional or national ones. Yet, is this the only reason?

Could cost explain the inclusion rate given that more stakeholder inclusion would be associated with higher costs? If this was the case one would expect the most costly studies to display the highest rate of inclusion, while the less expansive would be associated with low inclusion rates? Figure 2 partly confirms this hypothesis. There are some correlation between cost and level of inclusion: when more people are included we see a larger number of more expansive studies, and the less expansive studies have the smaller number of participants. However, this is only partly verified since some more expansive studies do not imply larger number of participants. Cost is an element in addition to the type of method, but there are others.

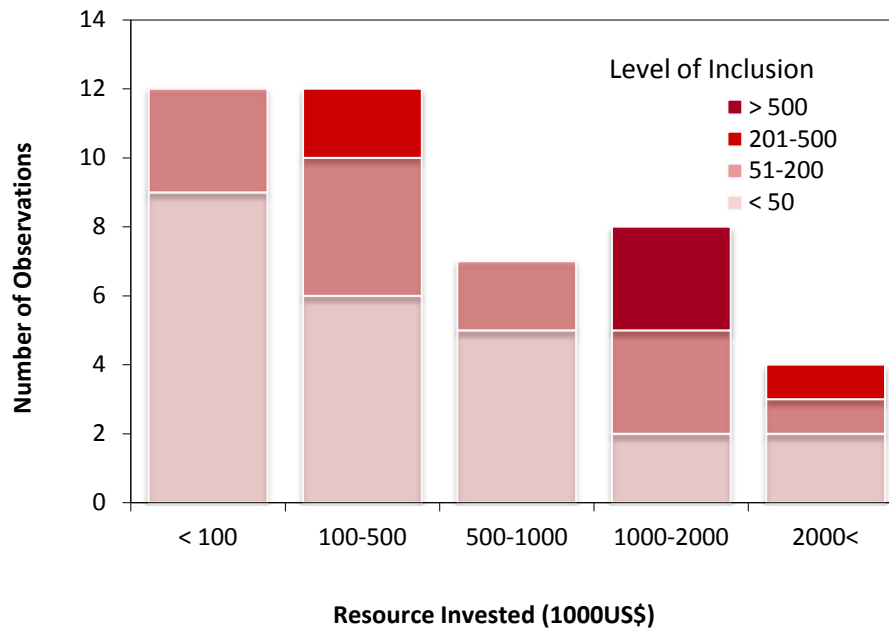


Figure 2. Relation between resources invested and number of people included in the study
Source: GFAR inventory (43 cases)

The scale of foresight is also related to inclusion. Figure 1 shows a pattern where more qualitative and local foresight activities are associated with a higher inclusion of stakeholders in the foresight process itself. The extreme case is that of territorial foresight where local stakeholders directly contribute to scenario-building, providing their own expertise into the process. At the national level, many foresight works have incorporated the perspectives of various stakeholders through the constitutions of multi-stakeholder groups directly involved in the process, or consultation of a wide range of people.

One challenge for improved foresight will be to bridge the gap which apparently separates global and quantitative foresight from local and qualitative foresight as far as stakeholder inclusion is concerned. Cost and funding consideration matters because wider stakeholder inclusion necessarily bears an additional cost. The value of incorporating more and diverse views in the exploration of the future is a fact, but it has still to be recognised by those who are willing to fund foresight activities. Another challenge for improved foresight is also to include stakeholders in earlier stages of the process. Most works report that the final stages usually dissemination goes through a validation of results with stakeholders, through a feedback process. Few of the works analyzed, mostly qualitative approaches, include stakeholders in the generation of data/information. Stakeholders are somehow still

considered as external entities, being used to comment outputs or to provide inputs. The results of the inventory show that stakeholders who initiate foresight study are not very diverse with a strong predominance of governments and international organisations (Figure 3). Only two non-governmental organisations have initiated a foresight study in agriculture (Oxfam and the US Grain Council). No other civil society organisations or farmer organisation initiated any foresight work.



Figure 3. Type of stakeholders who initiated the foresight work

Source: GFAR inventory (43 cases)

How can the voices of farmers shape priorities through foresight

How can the voices of the farmers, in particular smallholders shape priorities through foresight? Given that smallholders represent a very large number of individuals with diversity of situations, their individual voices can hardly be incorporated on an individual basis. From the local to the global level, their voices can only be included through their representative organisations. For their voices to shape priorities, the role of farmers' organisations in foresight has to go beyond a consultative posture and extend to the initiation or co-leadership of foresight studies directly addressing the issues on which they think there is the need to better understand future evolutions. The agenda for foresight research is today defined by the challenges scientists and policymakers consider as priority in the future, based on their own world view. It is not defined by the challenges smallholder farmers, through their organisations consider to be a priority in the future based on their own worldview.

However, the foresight inventory informs us also that stakeholder-wide involvement has implications on the foresight work. The first one is that frame-breaking (that is deeply challenging a paradigm) may be berated by some stakeholders who support the paradigm.

Yet, not having these stakeholders on board could jeopardize the capacity of foresight to influence stakeholders' behaviour. One foresight case shows this dilemma with a powerful stakeholder able to impede the implementation of actions resulting from the foresight work, while its presence in the work itself would not have allowed reaching the same conclusions. Foresight has virtues as a process for consensus building and through stakeholder

involvement but does not guarantee success in case of strong stakeholders' divergence of interests.

In the GCARD2 foresight Session F3.1, this question will be further debated and some examples of more equitable partnership practices will be presented. The discussion that will follow will aim at raising commitments from the participants to collective actions in order to balance partnership in future foresight work through the active presence of the various sectors in particular representative organisations of smallholder farmers, NGOs and CSOs. Responding panellists from farmers, NGOs and donor organisations will provide reflections on practical actions to improve the inclusion of smallholders' views through partnership. The expected outcome is a set of proposed collective actions agreed to make foresight considerations better targeted on the livelihood needs of smallholder producers, through their equitable participation in forward-looking, anticipatory research and analysis.

Based on the elements included in the presentations preceding these discussions, a number of potential actions have been identified. These actions are not exhaustive, but they would all contribute to move global foresight to the directions requested by the GCARD Roadmap. Their feasibility and implementation will depend on the commitments the stakeholders will be willing to make at the GCARD2 and thereafter.

The first set of actions would not require additional resources from stakeholders, but the willingness to actively engage some of their existing resources in strengthening the inclusion of farmers' voice in on-going foresight works.

The second series of action would require additional resources or specific large-scale programme investment. These actions will provide entry points to farmer organisations into future foresight works and to co-lead an initiative putting the future of farmers especially smallholders at the core of a collective foresight programme:

- Establishment of a regular arena for dialogue between foresight practitioners and farmer organizations, NGOs and CSO;
- A collective multi-disciplinary multi-sector foresight project on the Farmers of the Future.

F 3.2 Developing Capacities for Improved Foresight

The purpose of Session F3.2 is to address the capacity development dimension related to the absence of several key sectors of the society in foresight works. Developing foresight capacity is at the same time an issue of individual capacity development and institutional capacity development. At individual level, some formal education systems provide possibilities to acquire academic skills and recognition in foresight (see Annex 1). However, these are not numerous and are mostly concentrated in developed or emerging countries. Of the 32 formal training offers identified in this annex only three courses are given by non developed or non emerging countries (Azerbaijan, Columbian and the Islamic Republic of Iran). These do not either suffice to meet the need for engaging young professionals in foresight for agriculture and rural development and for committing more senior professionals to foresight activities, especially in NGOs, CSOs and FOs.

Isolated young professionals willing to engage in foresight need to be recognised and mentored by experienced professionals. A supportive environment is also necessary from their organisations to engage in foresight. Without institutional commitments supporting the development of skilled foresight practitioners, civil society will not be able to bridge the gap they face today when interacting on foresight with national or international research, government and private sector organisations. This is the challenge for the coming years and the Session F3.2 intends to advance towards collective actions bridging the foresight divide between sectors and countries as far as foresight capacity development is concerned.

Current practices

The inventory of recent foresight works in agriculture, presented in Session F1 of the GCARD2 shows that foresight activities worldwide are mostly conducted by research organisations, universities or government organisations from developed or emerging countries and international organisations. Farmers' organisations, NGOs and CSOs are almost completely absent. A geographic inequality appears also with sub-Saharan African and Central Asian countries being largely under represented. The implication is that it is unlikely, under these circumstances, to see the voices of civil society sectors and in particular, smallholder farmers shaping research priorities through their visions of the future.

Eight Briefs specifically indicate that the undertaking of foresight study is also learning or a capacity building process for many of the participants¹.

- ☞ Brief N°3: *"They [the scenarios] are used to ...**develop regional capacity** to understand and work with uncertainty and systems complexity in a changing world..."* (Regional Foresight Study, East Africa; qualitative);
- ☞ Brief N° 4: *"The process itself is **very important for learning and for building capability and partnership.**"* (National Foresight study, Ireland; qualitative)

¹ Text in bold was highlighted by the author of this report.

- ☐ Brief N°11: *"The SAMAQQ work can be seen today as a step (raising awareness) in developing the capacity to take the future into consideration, with a **"learning by doing" approach**".* (Regional Foresight study, Mediterranean region; qualitative);
- ☐ Brief N°18: *"It's a **learning process** for stakeholders to work together and determine what actions should be taken to achieve a common vision."* (Local Foresight Study, Indonesia; qualitative)
- ☐ Brief N°26: *"Fore-CAN's three objectives were aimed at involving the animal health community in: **...learning about and using foresight methods** to gain insights into future threats and opportunities; ..."* (National Foresight study, Canada; qualitative);
- ☐ Brief N°32: *"Este ejercicio permitió consolidar los procesos de **mutuo aprendizaje** entre la Secretaría de Medio Ambiente (que posee información y profesionales capacitados) y el sector científico y académico que reúnen capacidades suficientes para incorporar la dimensión de futuro en el desarrollo sostenible de la provincia".* (Local Foresight Study, Argentina; qualitative);
- ☐ Brief N°37: *"La definición de las agendas de investigación, realizadas por los actores directamente involucrados, como gremios de la producción y centros de investigación agrícola, permite una mayor apropiación y uso de los resultados obtenidos, además de **dejar una capacidad formada en el uso de herramientas prospectivas**."* (National Foresight Study, Colombia; qualitative);
- ☐ Brief N°40: *"Everyone involved found **the learning process** accompanying this work very stimulating and thus put great effort into it."* (Global Foresight Study; qualitative).

These quotes demonstrate also that foresight capacity building and learning by doing are not dependent from the scale of the process, since they involve the complete range of scales from the most local (Indonesia) to the most global (worldwide). As all these approaches are qualitative, the learning by doing process refers mainly to the use and building of scenarios and/or exploration of key drivers of the future. One case explicitly mentions the need for further capacity development in foresight: *"Para lograr la continuidad del proceso, **es necesario aumentar las capacidades internas en el sector que permitan ejecutar metodologías de prospección**. De esta forma, se podrá facilitar la comprensión de los ejercicios prospectivos, la participación y su utilización sistemática para la definición de políticas en el sector público y para las decisiones comerciales del sector privado"* (Brief N°34).² This call highlights two dimensions in foresight capacity development. The first one is the development of foresight competences within the organizations; the second one is the development of an institutional capacity to understand the value of foresight for decision making and develop a foresight culture within the organization. The first one concerns individual skill development in foresight and professional staff. The second concerns corporate foresight culture development at managerial level. The later is very well illustrated by the case of Teagasc in Ireland (Brief N°4).

² *"In order to ensure the continuity of the process, it is necessary to increase the internal capacities in the sector which will make possible the application of foresight methods. In this manner, it will be possible to facilitate the understanding of, and participation in, foresight exercises, and the systematic use of foresight for the definition of public policies and for private sector commercial decisions."* (Translated by the author)

The education organization listed in Annex 1 offer academic and training courses. Professionals who want to acquire academic recognition in foresight can undertake curricula up to PhD level. High-level managers can acquire understanding and competences to become foresight champions in their institutions and develop a foresight culture. However, these competences mostly target formal research organization and private sector companies. They do not fully solve the problem of capacity development so that the voices of smallholder farmer organizations can shape research priorities. There is a need to develop local foresight capacity beyond the academic and training courses offered by these organizations, which are mostly located in Europe and the USA. How can this be done?

Commitments toward developing local capacities

How can smallholder farmer organisations develop foresight capacities and a foresight culture which will enable them to interact on an equal basis within the existing foresight scene as depicted by the inventory of existing foresight works?

The Forum for Agricultural Research in Africa (FARA) has launched an initiative for promoting the development of foresight capacities in Africa for Africa which will be presented and discussed at the GCARD2, highlighting goals, principles, and the strategy for setting an African Chapter of a *Global Foresight Academy* within the framework of the *Global Foresight Hub* (see Chapter F1 of the report). A similar initiative is under consideration in ALC. Other elements for discussion will also be presented by the CGIAR on the way the Consortium can contribute to develop regional foresight capacities. Experience in incorporating the voices of smallholder farmers in research priorities through foresight in India will also contribute to the debate.

Perspectives from different sectors on addressing capacity needs for improved foresight:

Stakeholder working groups will work in parallel on the essential commitments needed and their willingness to contribute in order to improve and develop capacities in foresight so that voices of the sectors which are currently excluded from foresight can be included and contribute to shape research priorities, innovation and policies through interactions with other sectors. These working groups will be organised into four or five groups as follows: research, donors and international organisations, FOs and CSOs, policymakers and private sector. Each working group will propose actions and commitments. Collective reflection on these actions and commitments are expected to lead to collective actions and collective commitments to be assembled into an integrated framework for collective action to be reported to the Plenary Session of the GCARD2 on 1st November.

Based on the elements included in the presentations preceding these discussions a number of potential actions have been identified as follows. These actions are not exhaustive, but they would all contribute to strengthen national foresight capabilities, for countries to determine their own future needs and take better account of the particular needs of their smallholder farmers.

The first set of potential actions would not require additional resources from stakeholders, but the willingness to actively engage some of their existing resources:

- Approval of the African Chapter of the Global Foresight Academy by high level authorities in Africa and commitment of FARA to facilitate its implementation;
- Reflection on the principles of a LAC chapter of the Foresight Academy and essential commitment from LAC regional authorities;
- A CGIAR strategy and actions for incorporating regional foresight capacity development in on-going foresight works.

The second series of potential action would require additional resources or specific large-scale programme investment. These actions will provide entry points to farmer organisations into future foresight works and to co-lead an initiative putting the future of farmers especially smallholders at the core of a collective foresight programme:

- A first case study launched through the African Chapter of the Global Foresight Academy;
- Establishment of the principles of a LAC Chapter of the Foresight Academy;
- Inclusion of training activities on foresight in FOs, NGOs and CSOs empowerment programmes;
- Establishment of a fund for foresight capacity development for FOs, NGOs and CSOs;
- Regular arena for dialogue between foresight practitioners and farmer organizations, NGOs and CSOs;
- A collective multi-disciplinary multi-sector foresight project on the Farmers of the Future with strong inclusion of foresight resource persons from farmers organizations.

Annex 1. Academic and training courses related to foresight capacity development

| Source | Level | Content | Website |
|--|---|--|---|
| Swinburne U. Australia | Master of Strategic Foresight PhD in Strategy & Foresight; Distance Learning Master of Commerce in Strategic Foresight | It provides a sound foundation for the successful practice of strategic foresight in many fields. This program also provides the necessary grounding in futures studies and foresight work as well as a range of applied implementation options | http://courses.swinburne.edu.au/courses/Master-of-Strategic-Foresight-CMSF640/local |
| Ontario College of Art and Design Canada | Master of Design in Strategic Foresight and Innovation | Students apply anticipatory design concepts (cf. Fuller, McLuhan) to projects in the arts, media, and user experience, and to some extent to tech, business, and the social sciences | http://www.ocadu.ca/programs/graduate_studies/mdes_strategic_foresight_innovation.htm |
| Aarhus U. Denmark | PhD on Organizational Future Orientation or Corporate Foresight | Corporate foresight and organizational future orientation, as well as strategic, innovation, and technology management | http://futureorientation.net/2012/04/09/phd-on-organizational-future-orientation/ |
| Turku School of Economics; U.S. of Malta, Potsdam and Teesside | Distance learning Master of Strategic Innovation and Future Creation | This Master is split into four main subject areas: Creativity and Idea generation, Innovation Management, Entrepreneurship and foresight - Futures Studies. | http://www.strategicfutures.eu/program-details-28.html |
| Turku School of Economics & Finland Futures Academy Finland | Master of Futures Studies (Economic & Business) ; PhD | Strong interdisciplinary general foresight skills. Business and social responsibility/sustainability orientation. Mix of theory and application. | http://www.tse.fi/EN/units/masterprogrammes/fs/Pages/default.aspx |
| U. of Angers & ISTIA France | International Master of Foresight and Innovation | This Master teaches foresight and innovation skills. It is focused on global transition, social responsibility, economy and sustainability. | http://master-foresight-innovation.fr/ |
| U. of Stellenbosch & Institute for Futures Research South Africa | Master of Philosophy in Future Studies PhD Distance learning | The nature of global change, its rapid pace, and its ever-increasing complexity understanding of the forces and trends that shape our future a systemic and multi -disciplinary approach to managing organizational strategies so as to create a desired future. | http://www.ifr.sun.ac.za/Home |

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| Tamkong U. & Graduate Institute of Futures Studies Taiwan | Many graduate and undergraduate courses Also Futures Certificate Program | Transdisciplinary (includes society, technology, economy, environment and politics thematic) approach in facing the new era of globalization, information-oriented education and future-oriented education. Emphasis on local society's historical and cultural development in a broader context of globalization. Long-range, forward-looking and integrative training | http://future.tku.edu.tw/en/1-4-3.htm |
| Regent U. School of Global Leadership & Entrepreneurship USA (Virginia) | Master of Arts in Strategic Foresight Distance learning | Designed for consultants as well as managers of strategy, HR/training, Research & Development and marketing. Mixes theory, methods and practical application. | http://www.regent.edu/acad/global/academics/ma_strategic_foresight/home.cfm |
| U. of Advancing Technology USA (Phoenix) | Master of Science in Emerging Technologies On Campus or Distance learning | Technology foresight, innovation and strategy degree, focused on foreseeing, creating and managing rapidly changing and emerging technology products and services | http://majors.uat.edu/Emerging-Tech/ |
| U. of Hawaii at Manoa & Hawaii Research Centre for Futures Studies USA | Master in Alternative Futures (Political Science); PhD | Futures research from a political science perspective. Visioning, scenarios, and alternative futures development | http://www.futures.hawaii.edu/academic-offerings.html |
| U. of Houston USA (Texas) | Master of Science in Future Studies in Commerce ; Certificate in Strategic Foresight (5 days workshop) | Forecasting and planning discontinuous and transformational change by analyzing rapid alterations in external environments and by using systems thinking to increase the chances of achieving preferred futures. | http://www.tech.uh.edu/programs/graduate/futures-studies-in-commerce/ |

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| Conservatoire des Arts et Métiers France | Master in Law, Economics and Management Also Certificates in Foresight and Strategic Management | Quantitative and qualitative foresight, strategy, and research. | http://portail-formation.cnam.fr/ecole-management-societe/management-innovation-prospective/mip-master-niveau-ii/master-droit-economie-et-gestion-mention-management-specialite-prospective-innovation-strategie-et-organisation-voie-professionnelle--411282.kjsp?RH=PEDAGO_106042 CERT |
| Free U. of Berlin and Institute of Future Germany | Master in Future Studies | Comprehensive understanding of the fundamental aspects of future studies, their potential and limits and to study the skills necessary to implement the results of research as well. Interdisciplinary, practice-oriented program. Students can do futures research in child and adult education, political participation, technology assessment, innovation transfer, climate, sustainability. | http://www.master-zukunftsforschung.de/english |
| U. of Kerala India | Master of Philosophy in Future Studies PhD | Enables students to undertake independent project/research works, especially, interdisciplinary research using computer and IT tools. | http://www.keralauniversity.ac.in/future/coursepage.html?id=38 |
| Leonardo da Vinci online U. Italy | Master in Management through Participatory Scenarios. Distance learning | Acquisition of specific professional skills in exploring the future (mainly scenario building) that are necessary for strategic planning | http://www.unidav.it/index.php?goToZone=informativa&openMenu=4&openPage=51 |
| Fo Guang U. Taiwan | Bachelor and Master degree in Futures Studies (Sociology) | Challenges and opportunities facing society, integration of various disciplines to develop holistic insight, and foster integrative abilities. | http://www.fgu.edu.tw/newpage/fgupageen/showfguen/index.php?pd_id=24&pd_diaytype=16 |

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| Tecnológico de Monterrey Mexico | Master of Prospective and Strategic Studies | Interdisciplinary vision, to make decision in the field of strategic planning, based on rigorous analytical frameworks for anticipating future changes in social, economic, political, cultural and technological areas | http://mpe.mty.itesm.mx/english/2.html |
| Technical U. of Lisbon & IDEFE Portugal | Master in Foresight, Strategy and Innovation | Holistic approach which integrates Foresight, Strategy, Leadership and Innovation with a set of organizational factors: management of quality, strategic decision, design and project management, competitive intelligence, and knowledge management. Combination of theoretical, methodological, conceptual and interactive simulation of knowledge and concepts in the fields of Foresight, Strategy and Innovation. | http://www.idefe.pt/cursos/pos_graduacao0809/prospectivaei.asp |
| Curtin U. of Technology Australia | Master of Futures Studies Graduate Certificate in Futures Studies (6 Months) | Multidisciplinary, theoretical and experiential approaches. Tools to assist companies, governments and individuals with strategic issues, exploring alternative futures, and managing organizational and societal change. | http://archive.handbook.curtin.edu.au/july2005/courses/indexes/curtin_business_school.html |
| U. of Sunshine Coast Australia | Graduate Certificate in Futures Studies | Foundational knowledge of the futures field. Futures methods, concepts and tools. Leadership skills, facilitation techniques, Creative engagement generating a range of alternatives to <i>business as usual</i> for students and their organizations. | http://www.usc.edu.au/study/courses-and-programs/postgraduate-degrees/AR510/AR510.htm |
| Futuribles France | Training sessions (mainly 2-days) | Training sessions (2 days) on concepts and methods of foresight, and on applied Foresight to geo-political and socio-demographic areas. | http://www.futuribles.com/formati.html |
| Singularity U. | Executive Program (4 or 7 days). Graduate Study Program (10 weeks). FutureMed (5-day Workshop) | Informs, educates, and prepares executives to recognize the growth opportunities and disruptive influences of exponentially growing technologies in key fields (Nanotechnology, Networks and Computing systems, Energy and environmental systems, Biotechnology and Bioinformatics...). FutureMed focuses on healthcare. | http://singularityu.org/ep/ |

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| Universidad Externo de Columbia | Master in Strategic Thinking and Foresight | One aspect of the program is theoretical, including current thought in Futures Studies such as structure /determinism / forecasting and agency / will. Another is the use of strategic models useful at a global scale. (The analysis of global economic and geo-political trends). Finally, the program includes practical work experience in the analysis of strategic foresight in an organization or company in which the student works in or chooses to work in. | http://190.7.110.123/irj/portal/anonymous/fac_administracion_empresas/fae/posgrado/maestrias |
| U. of Manchester (MIOIR). UK | 5 days course "Foresight: Exploring the Future, Shaping the Present" | For sponsors and practitioners of Foresight, but also for business managers and entrepreneurs. It explores ways in which foresight can help decision-makers confronted with transdisciplinary uncertainties. It provides a concentrated and intensive, practically-orientated learning experience, and explain why, and how, to apply Foresight methods. | https://research.mbs.ac.uk/innovation/Study/Shortcourses/Foresight/orizonsscanningandscenarios/tabid/72/language/en-US/Default.aspx |
| Saïd Business School (Oxford U.) | Four and a half days "Scenario Programme" | This programme targets: strategists, policy makers, activists, consultants, planners, or individuals with significant influence in all these areas. Origin of scenario thinking, scenario methodology and development; scenarios as inputs into the practices for the communities whose work they support. | http://www.sbs.ox.ac.uk/execed/strategy/scenarios/Pages/default.aspx |
| Azerbaijan Future Studies Society; Azerbaijan State Economy U.; Millennium Project. | "Azerbaijan Foresight" Future Studies Course | Dedicated to future research for ASEU students | http://www.futurestudies.az/2011/index.php?id=60 |
| The Foresight Horizon Scanning Centre (UK) | Three one-day course: | Introduction to Futures; Scenario Planning; Applying Futures Cover a range of futures techniques at introductory and intermediate levels, backed up with online support and opportunities for further coaching. | http://www.bis.gov.uk/foresight/our-work/horizon-scanning-centre/futures-community/training-costs |

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| Government Office for Science and the Foresight Horizon Scanning Centre UK | Online Strategic futures training programme | Two modules - Introductory and Intermediate - as self-learning modules. Overview of horizon scanning and futures techniques and how they are connected; practice in two futures techniques (Seven Questions and the Driver Analysis). Context for long-term futures work in strategy development; practice using two futures techniques (Stakeholder Impact Analysis and Wind-tunneling). | https://hsctraininggateway.tribalhosting.net/ |
| Institute for the Future (A. Arundel Community College) | Basic Futures training Scenario building training Consulting on Useful demographic data projections Consulting on Strategic planning | Basic Futures training: customized training for government agencies, business, industry and not-for-profit organizations, providing task-specific futures workshops. Scenario building training: how to create future scenarios for organizations and employ a strategy to plan the steps to bring that vision to reality. Consulting on Useful demographic data projections: examination of projections relevant to organizations to draw conclusions on what these trends will mean for them. Consulting on Strategic planning: Help organizations to begin planning for tomorrow. | http://www.aacc.edu/future/file/IFBrochure.pdf |
| Corvinus U. of Budapest | Undergraduate, graduate and postgraduate courses on Future studies ; PhD Management and Business Administration (with specialization in Futures Studies) | Futures studies ; Social forecasts ; Social-economic forecasts ; Economic forecasts ; Future oriented economics; World economic fields and visions – the myth of information futures | http://www.uni-corvinus.hu/index.php?id=12962; |
| Imam Khomeini International U. (Fac. of Engin. and Technology) Iran | PhD in Futurology | Foresight methods, science horizons, short-term and long-term planning. S&T orientation | http://www.ikiu.ac.ir/en/page-view.php?pid=466 |